



















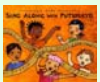





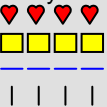
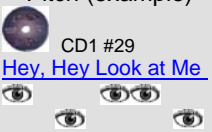
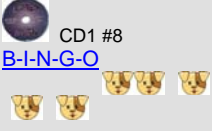
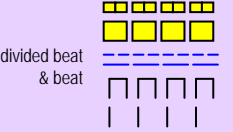
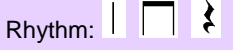
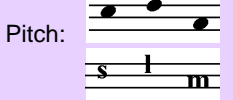
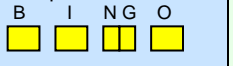










1st Grade music

USOE Fine Arts Rainbow Chart







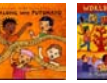

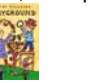

First - Page 1		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills		Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
Vocal development <ul style="list-style-type: none"> Singing vs. speaking voice Melody <ul style="list-style-type: none"> High/low pitch Children's songs Simple folk songs Singing games 	SING Vocal development: care, development, and proper use of the voice Melody: a sequence of single pitches that move up, down, or repeat	Experience the difference between the speaking and the singing voice  CD2 #53 Zoodeo Experience many songs in a range appropriate to the child's voice Experience a wide variety of children's simple folk songs & singing games	Explore the full vocal range by focusing on moving between high and low Explore singing many songs in a range appropriate to the child's voice  Explore a variety of simple songs and singing games  CD2 #4 London Bridge lesson, singing (game)	Practice singing simple songs in a natural voice with attention to matching pitch by carefully listening to self and others  CD1 # 21 Down by the Bay recording (natural, in-tune singing) Practice showing high, low, and medium using the body, or with visual icons representing the sound  CD2 #5 Lucy Locket , lesson, singing with hand signs	Analyze pitch patterns that are common to various songs Analyze the patterns of high and low, up and down sounds in familiar songs  CD1 #29 Hey, Hey Look at Me lesson, singing Analyze recurring pitch patterns within familiar songs  CD1 #13 Charlie Over the Ocean "Charlie over the ocean" "Charlie over the ocean"  CD2 #5 Lucy Locket "Kitty Fisher found it" "just a ribbon round it" s-s-l-l-s-m	Create vocal characterizations in a song that tells a story  Itsy Bitsy Spider lesson, singing, creating Create visual or movement representations of high and low sounds using objects, the body, or icons Sing simple conversations using two or three pitches Create new words and rhymes for favorite songs and singing games  Down by the Bay lesson, creating	Participate in favorite singing activities such as songs, singing games, rhymes, chants, playground games, etc. Sing with increasing pitch accuracy using a natural singing voice
Beat <ul style="list-style-type: none"> Steady beat Meter <ul style="list-style-type: none"> Strong and weak beats in groups of 2 and 4 <div> <div>2</div> <div>♥ ♥</div> <div>■ □</div> <div>— —</div> <div>S w</div> </div> <div> <div>4</div> <div>♥ ♥ ♥ ♥</div> <div>■ □ □ □</div> <div>— — — —</div> <div>S w w w</div> </div>	PLAY Beat: the underlying pulse of music. Meter: patterns of strong and weak beats.	Experience feeling & moving to a steady beat  CD2 #26 Rig A Jig Jig lesson (game) Experience feeling strong and weak beats in songs and listening selections	Explore steady beat in a variety of songs  CD1 #39 Johnny Get Your Hair Cut lesson Explore strong and weak beat patterns in familiar songs and recorded music	Practice moving to the beat of songs, chants, and rhymes  CD1 #39 Johnny Get Your Hair Cut lesson, singing, creating Practice playing strong and weak beats with body percussion using visual icons	Analyze, move to, and play along with the beat in music  CD2 #51 Yankee Doodle Analyze and respond to patterns of strong and weak beats in groups of 2 and 4	Create simple two or four beat movement patterns to a steady beat Create movement or iconic patterns to represent strong and weak beats	Perform a song accompanied by body percussion or classroom instruments.

First - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
Rhythm <ul style="list-style-type: none"> Beat/divided beat Sound/silence 	Rhythm: Combinations of long and short, sound or silence	Experience the relationship between beat and divided beat	Explore beat and divided beat in simple rhythmic patterns using body percussion	Practice clapping or playing the rhythm of syllables found in song lyrics and rhymes  Down By the Bay lesson, creating, listening	Analyze patterns of beat and divided beat in familiar songs  B-I-N-G-O lesson, listening	Create a simple rhythmic ostinato to accompany familiar songs or rhymes	
Form <ul style="list-style-type: none"> Phrase Combinations of same/different Tempo <ul style="list-style-type: none"> Fast/slow Dynamics <ul style="list-style-type: none"> Loud/soft Timbre <ul style="list-style-type: none"> Voice or instrument 	LISTEN Form: how music is organized Phrase: a musical statement. Expressive Elements Tempo: the speed of the beat Dynamics: degrees of loud & soft Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice.	Experience phrases in music. Experience tempo and dynamics in music Experience timbre differences in voices and instruments	Explore repeated phrases in a song  CD2 #17 Oh My Aunt Came Back lesson, singing Explore dynamics and tempo in a variety of classroom music and play activities  Twinkle, Twinkle lesson, star game Explore vocal and instrumental timbres 	Practice responding to phrase patterns in music  CD2 #5 Lucy Locket lesson, singing Practice singing songs or playing instruments while varying the dynamics and tempo Practice identifying voices or simple instruments by sound  Putamayo Kids, Sing Along with Putamayo http://www.putumayo.com	Analyze same and different phrase patterns in music (combinations of A and B)  CD1 #13 Charlie Over the Ocean Analyze tempo and dynamics in songs or recorded music Analyze music examples to identify instruments and voices  CD1 # 21 Down by the Bay recording (each solo a different voice)	Combine familiar songs, rhymes, or chants to create a two part form  Lucy Locket lesson, creating  Rain, Rain lesson, creating Create expression in music by varying the dynamics and tempo Create mood or characterizations using vocal or instrumental timbre  Mary Had a Little Lamb lesson, creating	Perform a song in two-part form Perform music with sensitivity to dynamics and tempo Perform a song with vocal and instrumental timbre specified by the children
Iconic examples: <ul style="list-style-type: none"> Steady Beat  	READING / WRITING Icons: non-traditional symbols representing musical elements	Experience icons representing steady beat, divided beat, sound or silence, and pitch,	Explore icons representing steady beat, divided beat, sound or silence, and pitch in a variety of songs	Respond to icons representing of steady beat, divided beat, sound or silence, and pitch	Analyze and talk about icons representing steady beat, divided beat, sound or silence, and pitch	Create a musical phrase by arranging icons representing steady beat, divided beat, sound or silence, and pitch	Perform short iconic representations of steady beat, divided beat, sound or silence, and pitch

First - Page 3		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
<ul style="list-style-type: none"> Pitch (example)  		example:  Rhythm:  Pitch: 	example:  				

irst - Page 3	Resources	Professional Music Teaching Organizations
	<p>State Approved Music Resources K-6: http://www.schools.utah.gov/curr/FineArt</p> <ul style="list-style-type: none">  CD1  CD2 SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training. Movement CD companion for USOE Songbook DVD: <i>SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core</i> Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training. <p>Approved textbook series:</p> <ul style="list-style-type: none"> McMILLAN/McGRAW-HILL http://www.mhschool.com/music/student/index.html PEARSON Ed. PUBLISHING (previously Silver Burdett) www.scottforesman.com 	<p> UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us</p> <p> DALCROZE EURYTHMICS, Dalcroze Society of America: http://www.dalcrozeusa.org/home.html</p> <p> EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research: http://richardsinstitute.org/Default.aspx</p> <p> KODALY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UfOLKS</p> <p> ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA</p>

Web Links:

 http://www.classicsforkids.com CLASSIC FOR KIDS : lesson ideas, listening maps, composers, music dictionary, etc.	
 http://www.classroomclassics.com CLASSROOM CLASSICS : CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs	
 http://www.putumayo.com/en/putumayo_kids.php PUTAMAYO KIDS : CDs, folk songs, multicultural, and world music listening resource , examples:	     
 http://www.sfskids.org/templates/splash.asp SAN FRANCISCO SYMPHONY FOR KIDS : all about the symphony orchestra	